DOCUMENT RESUME

ED 110 728 CE 004 527

AUTHOR Riley, Clayton; Turner, Betty
TITLE Developmental Programs in Distributive Education: Internship Training for Distributive Education Students. Final Report.
INSTITUTION Western Kentucky Univ., Bowling Green.
PUB DATE Apr 74
NOTE 73p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Career Choice; *Career Education; Career Planning; *Developmental Programs; *Distributive Education; Field Experience Programs; *Internship Programs; Program Descriptions; Program Development; *Records (Forms); School Industry Relationship; Secondary Education; Technical Education; Vocational Education

ABSTRACT

The Distributive Education Development Project was developed to give high school students an opportunity to observe on-the-job experiences by means of an internship system. The project provided information and suggested procedures for implementing the internship program in State vocational-technical schools and high schools by establishing provisions for student visits to distributive businesses to receive first hand information on the specific skills and competencies needed upon entering the work force. Three results were seen as significant accomplishments: businessmen involved in the program upgraded their knowledge of distributive education; a model coordinator handbook (not included in the document) was developed; and students were provided with career decision opportunities, hands-on job experiences, and the opportunity to evaluate their choice. Two-thirds of the document comprises appendixes reproducing: the rotation schedule; sample survey forms, internship agreement, and training plan; pretest and post-test; observation experience form; program participants; suggested calendar of rotation; daily progress report and progress chart; and the proposal for the internship program. (Author/PR)

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FINAL REPORT

Project No. D-98883-01

DEVELOPMENTAL PROGRAM IN DISTRIBUTIVE EDUCATION

Internship Training for Distributive Education Students

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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APRIL, 1974

FINAL REPORT

Project Number: D-98883-01

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FINAL REPORT

Project Number:	D-98883-01
Title of Project:	Developmental Program in Distributive Education
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Date Transmitted:	September 4, 1973

PREFACE

The simulated method of teaching distributive education in the area vocational schools has been researched, developed, tested and evaluated. The success of the simulated programs is recognized by students, teacher-coordinators, and administrators. However, there is an apparent need to supplement the learning experiences received in the classroom and laboratory with planned and scheduled visits in a distributive business. Scheduled visits, on a regular basis to distributive businesses, provides an opportunity to receive first hand information on the need for specific skills and competencies.

This handbook was prepared as a guide for teachers of simulated programs in Kentucky in initiating and operating the Internship training program. The guidelines and forms outlined and illustrated should be of great help to the teacher of simulated programs. It is hopeful that this handbook will be of value to those who are seeking methods to enrich their simulated programs to provide the most well rounded education possible.

William T. Jeffrey

William T. Jeffrey, Director
Marketing and Distributive Education Unit

ACKNOWLEDGEMENTS

The project directors wish to express their gratitude for the help provided by the participants of the Distributive Education Development Project conducted at the Daviess County Vocational School during the fall of 1973. Special recognition is given to the businessmen of the Owensboro Community for their assistance in providing training during the internship program.

We also express our appreciation to Mr. Hugh Montgomery, Director of Vocational Education for Region Three, and Dr. Robert M. Schneider, Director of Resources Development Unit, to the members of the Advisory Committee for the developmental program, and to Mr. William Jeffrey and his staff in Marketing and Distribution Unit, Bureau of Vocational Education for their assistance with the project.

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DEVELOPMENTAL PROGRAM IN DISTRIBUTIVE EDUCATION

A. Statement of Problem:

When distributive education was initiated in Kentucky in 1938, the program was limited, primarily, to the youth in the metropolitan areas. Kentucky rural youth were, in the main, limited in their opportunities for the traditional cooperative distributive education programs due to the lack of training stations. Realizing this need, the Kentucky Research Coordinating Unit approved a proposal to conduct a developmental program in distributive education utilizing simulated occupational experience in four State Vocational-Technical schools--the Owensboro Area Vocational Technical School being one of the four. (The distributive education program was transferred to the new Daviess County State Vocational Technical School in the fall of 1971.)

The purpose of the developmental program was to assist in serving the educational needs of rural youth, who would otherwise have been denied a program in distributive education, by: (1) developing a procedure for training high school students in distributive education utilizing simulated occupational experience; (2) developing specifications for a simulated laboratory for providing occupational experience; (3) developing a curriculum utilizing laboratory training for 11th and 12th grade students; (4) determining

Statement of Problems (Cont.)

facilities and equipment needed; (5) developing, trying out, evaluating and refining instructional materials; (6) evaluating and refining instructional materials; (7) evaluating the effect of the program on adoption of distributive education programs in co-operating schools, and (8) evaluating the effectiveness of simulated experiences in securing and maintaining employment in distributive occupations.

The developmental project resulted in the establishment of simulated programs as an integral part of the total distributive education effort in Kentucky. The success of the original program proved that simulation could be used effectively. The programs were effective in isolated rural areas where training stations were not available as well as in urban areas. The distinct advantages of utilizing simulation were: (1) rural youth, lacking a training station in their home community, could be trained in the field of distribution; (2) disadvantaged youth, who might have been denied a training station, could be reached by distribution programs and receive training in a laboratory setting; (3) the learning experiences in the laboratory can be controlled by the coordinator; and (4) specialized skills and competencies can be provided for individual student needs.

Tangible results of the project included: (1) the development of materials and procedures for training distribution students

Statement of Problems (Cont.)

through simulation approach, and (2) the training and placement of the majority of the 128 students who participated in the developmental programs.

Although the simulated method of teaching distributive education has been proven successful, there was a need in the senior year to supplement the learning experiences received in the classroom and laboratory with planned and scheduled visits to local distributive businesses. The observation of the various distributive jobs would give the student an insight as to what skills and competencies are required in various distributive occupations, thus helping the student to select a career objective and reinforcing this choice. Also, they could receive first hand information about the needs of their chosen occupations.

Thus, a need appeared for a developmental program to provide materials and procedures for implementing an internship program in vocational technical schools and high schools in Kentucky.

B. Rationale:

If the simulated distributive education programs are to develop and meet the needs of the students of Kentucky, an opportunity to receive on-the-job experience must be provided. At the present time there are no provisions for planned and regular scheduled visits to a distributive business to receive first hand information

on the specific skills and competencies needed in distribution. The students will participate in the internship program on a voluntary basis and the training received in the actual operation of the business will be similar to that which is given in the vocational school. The students will not replace regular employees, but rather work under their close supervision. The employee will derive no immediate advantage from the activities of the students and on occasion his operation may be impeded. The students are not necessarily entitled to a job at the conclusion of the training period, and the employer and student understand that the students are not to be paid wages for time spent in the internship program.

This developmental program should provide information and suggest procedures for implementing the internship program in state vocational technical schools and high schools in Kentucky.

C. Objectives:

The major objective of this developmental program was to develop a practical, and workable procedure to supplement simulated program with an on-the-job internship program.

More specifically, through experiences gained from the developmental program, the teacher-coordinator:

Objectives (Cont.)

1. Develop a procedure for utilizing local businesses as internship training stations.

2. Developed a procedure for organizing an Advisory Committee for the internship program.

3. Developed a procedure for working with an Advisory Committee.

4. Develop procedures for organizing and initiating an internship program.

5. Developed a procedure for placement of students in businesses for an internship program.

6. Developed a procedure for supervision of students during the internship.

7. Developed, evaluated and refined training agreements used by students during the internship.

8. Developed, evaluated and refined training plans used by students during the internship.

9. Develop a procedure for evaluation of the students' and employers' experiences during the internship program.

10. Developed a teachers' guide on how to initiate and conduct an internship program.

D. Procedures:

The internship program was eighteen weeks in length -- October, 1973, - February, 1974, -- and conducted at the Daviess County State Vocational Technical School. The developmental program consisted of four phases:

Procedures (Cont.)

Phase I -- A planning meeting concerning the proposed developmental program was held during August, 1973, at the Daviess County State Vocational Technical School. The meeting was attended by businessmen from the Owensboro business community. During the meeting an agreement was reached for the senior distributive education students to participate in a planned internship program. It was decided that the students would spend two days -- Tuesdays and Thursdays -- in the businesses and three days -- Mondays, Wednesdays and Fridays -- in the classroom. The students were scheduled to spend approximately four weeks in each of five distributive businesses.

On September 5, 1973, an orientation meeting was held at the school with Mr. William Jeffrey, Unit Director of Distribution and Marketing, Bureau of Vocational Education; Dr. Clayton Riley, Project Director, Western Kentucky University; Mr. Hugh Montgomery, Director of Vocational Education, Region Three; Mr. Denny Harrell, Regional Program Coordinator; and representatives of five cooperating businesses in attendance. During the meeting labor laws and requirements were discussed and policies established. The primary concern was related to the employee-employer vs. student-instructor classification while

the students were involved in the internship program. The six labor criteria were discussed which must be met for the initiation of the internship program and for the minimum wage to be waivered, so that the students would be classified as student-instructor were:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

2. The training is for the benefit of the trainee or students.

3. The trainees or students do not displace any regular employee, but work under their close supervision.

4. The employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion, his operation may actually be impeded.

5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Also, the following points were discussed and finalized:

1. The specific duties and limitations of the students while enrolled in the internship.

2. The students would be rotated and receive a variety of experiences in each business.

3. All students involved in the internship program will have school insurance and the business will not be held liable for injury.

Procedures (Cont.)

4. That a student-instructor relationship would exist between students and business personnel.

See appendix for copy of letter from U.S. Department of Labor and recommendation of the Kentucky Department of Labor.

Phase II -- A one-day in-service workship was conducted on Spetember 10, 1973, for teacher-coordinators and department heads from the five cooperating businesses. See appendix for names and addresses of cooperating businesses. The daily and long ranged training procedures were discussed and procedures for rotation were developed. See appendix for an example of the rotation schedule developed.

Phase III -- A one-day in-service workshop for participating senior students was conducted and training plans and training agreements were explained, discussed, and developed in accordance with the rules and regulations outlined by the various labor organizations and the educational goals of the school. (See appendix for examples of Survey Form, Internship Agreement and Training Plan.) Also, questions were answered concerning the internship program and any problems or concerns on the part of students or parents were discussed. Remmer's Scale for Measuring Attitude Toward Any School Subject, Form A, and Scale for Measuring

Procedures (Cont.)

Attitude Toward Any Institution, Form A, was administered to measure the students and parents' attitudes toward distributive education, the vocational school, and the business community. Remmer's Form B was used to measure their attidues at the conclusion of the program. Presented in these scales was a series of statements designed to reflect attitudes, arranged on a continuum from those of highly favorable, those which express a neutral attitude, and those which reflect negative attitudes toward distributive education, the vocational school and the business community. The highest possible score was 10.3 and the lowest possible score was 1.0. A score of 6.0 was considered to reflect a neutral attitude, scores above 6.0 indicated a positive attitude, and scores below 6.0, a negative attitude.[1] A copy of these tests may be seen in the appendix.

The project director instructed students on procedures for taking the tests. Students were informed that placing their names on the tests were optional and would not have an effect on their classroom grade. Students were instructed to check their responses

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[1] Remmers, H. H., Manual for the Purdue Master Attitude Scales, (West Lafayette, Indiana: University Bookstore, 1960), p. 6.

carefully and honestly to insure a more accurate measure of their attitudes toward distributive education, the vocational school and the business community. No attempt was made by the researcher to identify individual students by name. A code number was assigned by the project director to identify individual students' attitude scores.

The attitude scales for the parents were attached to a plan envelope. The students were instructed to take the scales home for a parent to complete, seal the forms in the envelope and return to the project coordinator. Again, no attempt was made by the researchers to identify parents by name. The code number assigned to the student was assigned to their parents for identification purposes.

The participants' attitude scales were completed and returned to the researcher for scoring. A comparison of the participants' attitudes are presented in the section on results.

Phase IV -- A one-day workshop was held in February, 1974, and the program was evaluated and recommendations were made for future planning of programs.

There were thirty-two senior distributive education students enrolled in the internship program. Five businesses were selected by the Advisory Committee to participate as training

stations during the internship program. The students were transported by the vocational school, by bus, to the businesses and returned to the vocational school. The students followed the below listed schedule.

Morning Class

Leave Vocational School	Return to Vocational School
9:30 A.M.	12:00 A.M.

Afternoon Class

12:30 P.M.	3:00 P.M.

The students spent two hours per day in the training stations, two days per week. The students were placed in training stations on a one-to-one basis with an employee, who observed and directed the students' activities and assisted in developing the training plan that complemented the students' career objective.

The students were supervised on a regular basis by the project coordinator who also provided the classroom instruction. Monthly evaluation and progress meetings were held at the Daviess County Vocational Technical School by the project coordinator for the store managers.

Procedures (Cont.)

Upon completion of each rotation, the training sponsor evaluated and rated the students' accomplishments, and the students were required to write a summation of their experiences and evaluate the rotation. See appendix for an example of a Summary of Observation Experience, prepared by a student.

During the instructional phase at the school, the students worked on projects and participated in activities that provided practice in the skills and competencies needed in the internship program. The training plans also served as a learning guide for individual study and practice in areas to be observed during the next rotation period.

E. Results:

The developmental program was carried out as planned. A total of thirty-two senior distributive education students and five businesses participated in the developmental program. A list of the students and businesses that participated may be seen in the appendix.

A guide for developing, initiating, and carrying out an internship program was developed. A final printed copy will be made available to teacher-coordinators who are interested in initiating an internship program. One of the most worthwhile experiences derived from the program was the contact with the general public, which is

not available to the students in a classroom-laboratory situation. The students were able to observe and relate customer behavior. They were also able to observe various methods used by store employees to handle customer problems. Learning to deal with people, as co-workers and customers, is one of the simulated student's greatest hurtle. However, the experiences received from the internship program did serve to prepare the students for dealing with people in the world of business.

Four students have gained part-time employment as a result of the program. Some students have observed jobs that they are not interested in and, thus, have altered their career objectives. This realization will save the student from preparing for a career he would later reject. As a consumer, the experiences benefited the student, for they are now more knowledgeable and have a better understanding of the role of businesses in their community. But more important, the students are aware of the skills and knowledge needed in the various distributive occupations used in the developmental program.

The cooperating businessmen were very enthusiastic and were in agreement that the internship program should be continued with some changes and improvements.

F. Evaluation:

The developmental program was evaluated in three parts: (1) an on-going evaluation of the participants, (2) a formal evaluation each month by the students, teacher-coordinator, and a representative of the cooperating business, and (3) a one-day in-service evaluation by the project director to ascertain the recommendations of students and businessmen.

An on-going evaluation was utilized to evaluate, refine, and finalize procedures used during the internship. The end of the month evaluation was used to evaluate, refine and complete training plans, and evaluate the students' experiences in various phases of the rotation in the businesses. Also, any problems or concerns were discussed and solutions were explored by the students, the teacher-coordinators, and the businessmen.

A post-test was administered to students and parents to measure their attitudes toward distributive education, the vocational school and the business community at the conclusion of the study. Analysis was based on data gathered from thirty-two senior distributive education students and their parents. A t-test, of differences between two means, was utilized to test the significance of attitude changes. An alpha level of .05 had been established in advance of the study.

Evaluation (Cont.)

Presented in Table I is a summary of mean pre-test and post-test scores and t-value obtained for each measure.

TABLE I

PRE-TEST AND POST-TEST MEAN ATTITUDE SCORES

Measurements	Parents			Students		
	Pre-Test	Post-Test	t-Value	Pre-Test	Post-Test	t-Value
1. Attitude Toward Distributive Education	7.8	8.0	.76	8.1	8.5	1.25
2. Attitude Toward Vocational School	7.9	8.0	.37	7.9	8.3	.79
3. Attitude Toward Business Community	7.6	7.6	.19	8.5	8.7	1.94

An analysis of the data presented in Table I revealed no significant differences in the parents' and students' mean attitude scores toward distributive education, the vocational school and the business community.

Evaluation (Cont.)

However, the mean scores of the parents' and students' post tests indicated a more favorable attitude except in the case of the parents' attitude toward the business community, which was the same.

G. Summary Statement:

Three accomplishments stand out as significant outcomes of the Developmental Program: (1) the businessmen involved in the program were upgraded in knowledge of distributive education, and are very enthusiastic about working with the students; (2) a model handbook was developed which, after field testing and subsequent modification, should serve as a most helpful guide to teacher-coordinators across Kentucky in their efforts to provide an internship type program; (3) students were provided through this program with an opportunity to make a career decision, obtain hands-on experience, and then evaluate their choice.

To the degree that the attitude scores and observations in the training stations were indicative of the attitudes and performance of the respondents in this study, the following general conclusions were made:

1. It is possible to improve the students' and parents' attitudes toward distributive education by the use of an internship program.

2. The students' and parents' attitudes toward the vocational school can be improved by the introduction of an internship program.

3. The students' attitudes toward the business community can be improved by observations and involvement in a program that utilizes businesses as training stations.

H. Recommendations:

The following recommendations for future programs were made by the training sponsors, students, and project coordinator:

1. To conduct internship during second semester instead of first semester.

   -- The student would be better prepared after a semester of classroom instruction and laboratory experience. The student could develop a training plan, with a local business to use as a guide during the laboratory sessions.

   -- The second semester is a "slack" season for most businesses and the employees would be able to devote more time to training the students.

2. To evaluate the students daily rather than at the end of each rotation. The group felt this recommendation would alleviate the following problems:

   -- Determining which supervisor should evaluate the student. (During a rotation more than one employee works with student.)

   -- The student selecting the supervisor they want to complete their evaluation.

   -- The trend to base evaluation on the last day's performance, rather than the entire rotation period.

Recommendations (Cont.)

-- Correct non-punctuality of students. (Two students on occasion were late in reporting to training station after leaving school bus.)

3. To increase the number of businesses which would provide more exposure for the students in a larger variety of businesses and careers.

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B -- Rotation Schedule 22

C -- Sample Survey Form 29

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APPENDIX A

COMMONWEALTH OF KENTUCKY

Department of Education

BUREAU OF VOCATIONAL EDUCATION

FRANKFORT 40601

September 12, 1973

Mr. Richard Robinette, Area Director
U.S. Department of Labor
Wage & Hour & Public Contracts Divisions
Room 187-E
600 Federal Place
Louisville, Kentucky 40202

Dear Mr. Robinette:

Attached, please find a copy of the proposal I mentioned earlier today in our telephone conversation.

We believe this proposal meets the six criteria established by the Department of Labor last year, but need your assurance that we are correct.

This proposal differs from last year's in that there are five business organizations cooperating rather than the one. The time program for the students differs also in that the students devote two hours per day for two days per week rather than the five days per week plan of last year.

If there are any questions, please feel free to contact us. We are anxious to proceed on this proposal but believe it is essential to have your concurrence first.

Sincerely,

Robert M. Schneider

Robert M. Schneider, Director
Resources Development Unit

bns

Attachment

APPENDIX B

ROTATION EXAMPLE

(Morning Class) Rotation 1 - Observation 1

Business	A	B	C	D
Dept. I	1	7	13	18
Dept. II	2	8	14	19
Dept. III	3	9	15	20
Dept. IV	4	10	16	21
Dept. V	5	11	17	22
Dept. VI	6	12		23

Rotation 1 - Observation 2

Business	A	B	C	D
Dept. I	6	12		23
Dept. II	1	7	13	18
Dept. III	2	8	14	19
Dept. IV	3	9	15	20
Dept. V	4	10	16	21
Dept. VI	5	11	17	22

Rotation 1 - Observation 3

Business	A	B	C	D
Dept. I	5	11	17	22
Dept. II	6	12		23
Dept. III	1	7	13	18
Dept. IV	2	8	14	19
Dept. V	3	9	15	20
Dept. VI	4	10	16	21

Rotation Example (Cont.)

Rotation 1 - Observation 4

Business	A	B	C	D
Dept. I	4	10	16	21
Dept. II	5	11	17	22
Dept. III	6	12		23
Dept. IV	1	7	13	18
Dept. V	2	8	14	19
Dept. VI	3	9	15	20

Rotation 1 - Observation 5

Busniness	A	B	C	D
Dept. I	3	9	15	20
Dept. II	4	10	16	21
Dept. III	5	11	17	22
Dept. IV	6	12		23
Dept. V	1	7	13	18
Dept. VI	2	8	14	19

Rotation 1 - Observation 6

Business	A	B	C	D
Dept. I	2	8	14	19
Dept. II	3	9	15	20
Dept. III	4	10	16	21
Dept. IV	5	11	17	22
Dept. V	6	12		23
Dept. VI	1	7	13	18

Rotation Example (Cont.)

Rotation 1 - Observation 7

Business	A	B	C	D
Dept. I	1	7	13	18
Dept. II	2	8	14	19
Dept. III	3	9	15	20
Dept. IV	4	10	16	21
Dept. V	5	11	17	22
Dept. VI	6	12		23

Rotation 1 - Observation 8

Business	A	B	C	D
Dept. I	6	12		23
Dept. II	1	7	13	18
Dept. III	2	8	14	19
Dept. IV	3	9	15	20
Dept. V	4	10	16	21
Dept. VI	5	11	17	22

Rotation 1 - Observation 9

Business	A	B	C	D
Dept. I	5	11	17	22
Dept. II	6	12		23
Dept. III	1	7	13	18
Dept. IV	2	8	14	19
Dept. V	3	9	15	20
Dept. VI	4	10	16	21

ROTATION EXAMPLE

(Afternoon Class) Rotation 1 - Observation 1

Business	A	B	C	D
Dept. I	1	4	8	11
Dept. II	2	5	9	12
Dept. III	3	6	10	13
Dept. IV		7		14
Dept. V				

Rotation 1 - Observation 2

Business	A	B	C	D
Dept. I		7		14
Dept. II	1	4	8	11
Dept. III	2	5	9	12
Dept. IV	3	6	10	13
Dept. V				

Rotation 1 - Observation 3

Business	A	B	C	D
Dept. I	3	6	10	13
Dept. II		7		14
Dept. III	1	4	8	11
Dept. IV	2	5	9	12
Dept. V				

Rotation (Cont.)

Rotation 1 - Observation 4

Business	A	B	C	D
Dept. I	2	5	9	12
Dept. II	3	6	10	13
Dept. III		7		14
Dept. IV	1	4	8	11
Dept. V				

Rotation 1 - Observation 5

Business	A	B	C	D
Dept. I	1	4	8	11
Dept. II	2	5	9	12
Dept. III	3	6	10	13
Dept. IV		7		14
Dept. V				

Rotation 1 - Observation 6

Business	A	B	C	D
Dept. I		7		14
Dept. II	1	4	8	11
Dept. III	2	5	9	12
Dept. IV	3	6	10	13
Dept. V				

Rotation (Cont.)

Rotation 1 - Observation 7

Business	A	B	C	D
Dept. I	3	6	10	13
Dept. II		7		14
Dept. III	1	4	8	11
Dept. IV	2	5	9	12
Dept. V				

Rotation 1 - Observation 8

Business	A	B	C	D
Dept. I	2	5	9	12
Dept. II	3	6	10	13
Dept. III		7		14
Dept. IV	1	4	8	11
Dept. V				

Rotation 1 - Observation 9

Business	A	B	C	D
Dept. I	1	4	8	11
Dept. II	2	5	9	12
Dept. III	3	6	10	13
Dept. IV		7		14
Dept. V				

APPENDIX C

ALPINE HIGH SCHOOL
School

INTERNSHIP TRAINING PROGRAM BUSINESS SURVEY

Name of Business: Works Food Market

Address: 747 Beal Avenue

Owensboro, KY 42301

Phone: 684-0001

Manager: Tom Ward

You have been contacted on the objectives of the Internship Training Program. Would you please complete the following questionnaire on your ability to provide training stations for the distributive education students.

1. Do you have difficulty obtaining employees who are interested in their work?

   Yes X

   No ____

2. Do you think it would help students to decide which occupation they desire to seek if they could observe the various types of jobs before they make this decision?

   Yes X

   No ____

3. Would you be willing to place students in your business one to two hours twice a week to observe your operation?

   Yes X

   No ____

If the answer to question # 3 was yes, please answer the following questions.

A DEVELOPMENTAL PROGRAM IN DISTRIBUTIVE EDUCATION

Project Director: Dr. Clayton Riley
Western Kentucky University
Bowling Green, Kentucky

Project Coordinator: Mrs. Betty Turner
Daviess County State Vocational-Technical School
Owensboro, Kentucky

Project Number: D-98883-01

68 PAGES

APRIL, 1974

In an attempt to develop the best possible program of instruction for distributive education students enrolled in simulated or project method classes, this project developed a program to give students an opportunity to observe on-the-job experiences by means of an internship system.

The project provided information and suggested procedures for implementing the internship program in state vocational-technical schools and high schools by establishing provisions for planned and regularly scheduled visits to distributive businesses to receive first hand information on the specific skills and competencies they will need upon entering the work force.

Three results were seen as significant accomplishments: (1) The businessmen involved in the program were upgraded in knowledge of distributive education; (2) A model handbook was developed which, after field testing and subsequent modification, should serve as a helpful guide to teacher-coordinators in Kentucky and other states in their efforts to provide internship type programs; (3) Students were provided through this program with an opportunity to make a career decision, obtain hands-on experience at a job site, and then evaluate their choice.

APPENDICES TO REPORT

A. U.S. Department of Labor letter concerning DOL criteria for such a program at the time of funding
B. Sample Rotation Schedule
C. Sample Survey Form
D. Sample Internship Agreement
E. Sample Training Plan
F. Pre-Test and Post-Test
G. Observation Experience Form
H. Participants in Program
I. Suggested Calendar of Rotation
J. Daily Progress Report and Progress Chart
K. Proposal for Internship Program

STAMP

ABSTRACTS
E. Norman Sims
Coordinator of Information Dissemination
Bureau of Vocational Education
2038 Capital Plaza Tower
Frankfort, Kentucky 40601

37A

378

A Kentucky Vocational-Technical Education Report

A DEVELOPMENTAL PROGRAM IN DISTRIBUTIVE EDUCATION

Copies of this report may be obtained through ERIC or by returning this card. Copies of the subsequent guide for establishing such a program may be obtained by returning this card or by writing or calling: E. Norman Sims, Coordinator of Information Dissemination, 2038 Capital Plaza, Frankfort, Kentucky 40601. (502) 564-3096.

☐ A Developmental Program in Distributive Education: Final Report

☐ An Internship Program Planning Guide

NAME _____

TITLE _____

SCHOOL, DEPT., ORG., _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Bureau of Vocational Education
Kentucky Department of Education
Dr. Lyman V. Ginger, Superintendent of Public Instruction

Dr. Carl F. Lamar
Assistant Superintendent for Vocational Education

INNOVATE, abstracts of Kentucky vocational-technical education research, is a project of the Kentucky Bureau of Vocational Education. Reports abstracted do not necessarily reflect the views or policies of that Bureau.

INNOVATE
A KENTUCKY VOCATIONAL TECHNICAL EDUCATION ABSTRACT

INTERNSHIP TRAINING FOR DISTRIBUTIVE EDUCATION STUDENTS

JUL 08 1975

Internship Training Program Business Survey Sample (Cont.)

4. How many students could you accomodate?

   # 2

5. Could you place these students on a one-to-one ratio with your personnel?

   Yes X

   No _____

6. Please list the types of jobs available for students to observe:

   CASHIER

   PRODUCE DEPARTMENT

   MEAT DEPARTMENT

   DAIRY DEPARTMENT

   _____

   _____

Additional Comments:

Tom Ward, Manager
Name & Position

Thank you for your cooperation in filling out this survey.

Elizabeth Hart
Teacher-Coordinator
Distributive Education
Alpine High School

APPENDIX D

SAMPLE INTERNSHIP AGREEMENT

INTERNSHIP AGREEMENT

For Supervised Occupational Experience
of Distributive Education Students at
Daviess County Vocational School

Intern (Student): Jane Doe

Home Address: 111 Carol Street

Owensboro, KY 42301

Home Telephone Number: 685-5775

School Telephone Number: 684-7211

Place of Internship: Works Food Market

Address: 747 Beal Avenue

Owensboro, KY 42301

Supervisors of Intern: Jolene Able Dept. Cashier

Carl Downs Dept. Produce

John Harkey Dept. Meat

Tom Cubink Dept. Dairy

Place of Internship: Pace Department Store

Address: Main Drive

Owensboro, KY 42301

Supervisors of Intern: Catherine Moss Dept. Houseware

Jim Everett Dept. Shoe

Jake Leggart Dept. Clothing (Men-Women)

Bill Candle Dept. Receiving

Place of Internship: Case Drug Store

Address: Circle Shopping Center

Owensboro, KY 42301

Supervisors of Intern: Larry Stirrup Dept. Pharmacy

Connie Starr Dept. Cosmetics

Sarah Lake Dept. Fountain

Lester White Dept. Cashier

Place of Internship: Martin's Super Service Station

Address: 4879 Old Settler Road

Owensboro, KY 42301

Supervisors of Intern: Jarred Martin Dept. Service

Sully Martin Dept. Garage

Eddie Martin Dept. Parts & Accessories

John Holter Dept. Gasoline

Place of Internship: Haas Discount Store

Address: Cooperstown Road, Route 1

Owensboro, KY 42301

Supervisors of Intern: Glenn Pillar Dept. Receiving

Joan Markson Dept. Cashier

Carla Brown Dept. Ladies & Men's Wear

Debbie Hill Dept. Toy

Place of Internship: Hopkins Hardware

Address: Circle Shopping Center

Owensboro, KY 42301

Supervisors of Intern: Joe Hopkins Dept. Receiving

C. W. Loft Dept. Paint

Joe Hopkins, Jr. Dept. Stockroom

Harold Clay Dept. Tools

Place of Internship: Central Finance Company

Address: 603 Maple Way
Owensboro, KY 42301

Supervisors of Intern:
Dorothy Grant Dept. Cashier
Opal Logsdon Dept. Bookkeeping
Cecil Allen Dept. Loan
Bill Parker Dept. Credit

Place of Internship: Well's Furniture Store

Address: 2914 Garry Street
Owensboro, KY 42301

Supervisors of Intern:
Harry Carter Dept. Credit
Kenny Applegate Dept. Stockroom
Jay Well Dept. Sales
Paul Well Dept. Showroom

Place of Internship: Andrea's Clothing

Address: 856 Divide Street
Owensboro, KY 42301

Supervisors of Intern:
Andrea Woodworth Dept. Sales
Karen Clancey Dept. Stocking & Pricing
Sheilia Lewis Dept. Cashier
_____ Dept. _____

To promote a basis of understanding, promote business relations and enrich the training of the Distributive Education students, this memorandum of understanding is established on October 8, 1974

The Internship Program will start on October 8, 1974, and will end on or about February 15, 1975.

IT IS UNDERSTOOD THAT THE TRAINING SPONSOR WILL:

X	Provide the intern with opportunities to observe and learn how to do as many skills and competencies as possible.
X	Instruct the intern in the ways which he has found desirable in performing his duties and handling his management problems.
X	Help the teacher-coordinator make a weekly evaluation of the intern's performance.
X	Avoid subjecting the intern to unnecessary hazards.
X	Provide training that is beneficial to the intern.
X	Rotate on a regular basis the student among the various departments of their business.
X	Not pay the intern wages for the time spent in their business.
X	Not take the place of a regular employee in the business.
X	Not allow the intern to perform tasks in their business without direct supervision by a regular employee.
X	Explain to intern that are not necessarily entitled to a job upon completion of the Internship.
X	Assist the teacher-coordinator in arranging a conference with the student upon completion of each rotation in the business.
X	And, it is understood by the training sponsor that the student will receive more benefits from Internship Programs than the business, and that in some instances the intern may be an expense to the business.

THE INTERN AGREES TO ITEMS CHECKED BELOW:

X	Keep the training sponsors interest in mind and be punctual, dependable, and courteous at all times.
X	Will not receive any wages for the time spent during the internship.
X	Will not necessarily be entitled to a job upon completion of their internship.
X	Keep such records and make such reports as the school and/or training sponsor may require.
X	Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

X Will not perform tasks in the business unless supervised by an assigned employee.

X Develop a training plan with the training sponsor and teacher-coordinator.

THE TEACHER-COORDINATOR, IN BEHALF OF THE SCHOOL AGREES TO:

X Provide transportation for students from Daviess County Vocational School to their place of training, and back to school.

X Visit and supervise the student during the internship for the purpose of information, instruction and to insure that the intern receives the most education from his experiences.

X Show discretion at the time and circumstances of their visits especially when interns are actively engaged in training.

X Others.

X Others.

THE PARENT AGREES TO:

X Assist in promoting the value of the students experiences by cooperating with the training sponsor and the teacher-coordinator.

X Satisfy himself in regards to the educational experiences made available to the student.

Jane Doe
Intern (Student)

John Doe
Parent

Elizabeth Hart
Teacher-Coordinator

Gene Hackerett
Training Sponsor

Tom Ward
Training Sponsor

Joe Hopkins
Training Sponsor

Shelby A. Pace
Training Sponsor

Gayne Forbes
Training Sponsor

Matthew Case
Training Sponsor

Jay Hall
Training Sponsor

Jarred Martin
Training Sponsor

Audrea Woodworth
Training Sponsor

Copies to: Teacher-Coordinator, Training Sponsor, Student, and the State Department.

APPENDIX E

TRAINING PLAN
INTERNSHIP TRAINING PROGRAM
DISTRIBUTIVE EDUCATION

Student-Learner Jane Doe Birth Date 8/9/56

School Alpine High School S.S. # 999-99-9999

Career Objective Store Manager

Training Station Works Food Market

Address 747 Beal Avenue

Training Sponsor Tom Ward Rotation No. 1

DEPARTMENTS TO BE OBSERVED DURING INTERNSHIP

1. CASHIER
2. PRODUCE
3. MEAT
4. DAIRY
5.

OUTLINE OF OCCUPATIONAL EXPERIENCES

Department	Class Room Experiences	Evaluation*
1. CASHIER		1

Observations

a. Observed customers being checked out.
b. Observed groceries being sacked.
c. Observed change being given back to customers.
d. Observed the operation of and the use of the cash register.
e. Received an explanation of how food stamps are taken care of by Cashier.
f. Observed the process of checking customers out---moving items closer
g. to finger-tip reach, use of register, return of change, giving
h. consumer stamps and taking checks.

*Rate observation 1 to 5. 1 = Excellent 5 = Poor

Outline of Occupational Experiences (Cont.)

Departments	Class Room Experiences	Evaluation
2. PRODUCE		1

Observations

a. Observed packaging pecans
b. Observed the register that determines the price of produce while it
c. was explained how pricing is calculated by poundage.
d. Observed the register release price tags and another type of machine
e. that radiated heat to the surface of the tag to make it stick to the
f. clear baggies that the pecans were packaged in.
g.
h.

3. MEAT 1

Observations

a. Talked about various happenings and how people buy meat.
b. Observed meat counter, pre-packed meat & meat packed by the department.
c. Learned that meat which has turned color is removed and ground into
d. ground beef.
e. Learned that a new lighting system has been placed over the meat counter
f. to help preserve the coloring in meat
g. The pricing & percentage of all meat products was explained.
h.

4. DAIRY 1

Observations

a. Observed milk being put into case by brands with freshest milk placed
b. in the back of case.
c. Straightened cheeses.
d.
e.
f.
g.
h.

5.

Observations

a.
b.
c.
d.
e.
f.

45A

APPENDIX F

A SCALE TO MEASURE ATTITUDE TOWARD ANY SCHOOL SUBJECT

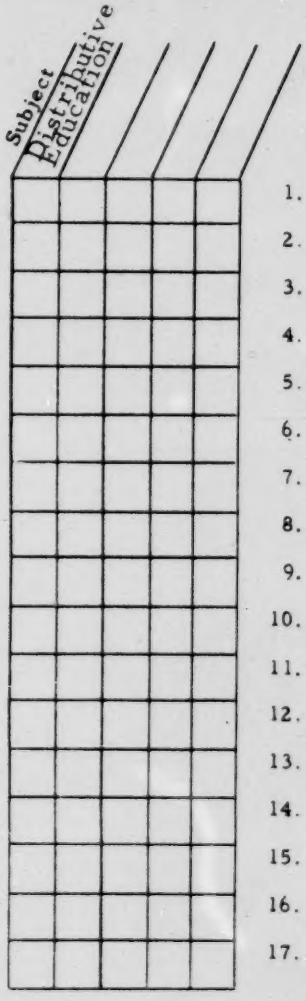
Form A Edited by H. H. Remmers

Date_____

Name (optional)_____ Sex (circle one) M F

Age_____ Grade_____

Directions: Following is a list of statements about school subjects. Put a plus sign (+) before each statement with which you agree about the subjects listed at the left of the statements. The person in charge will tell you the subject or subjects to write in at the head of the columns to the left of the statements. Your score will not affect your grade in any course.



1. No matter what happens, this subject always comes first.
2. This subject has an irresistible attraction for me.
3. This subject is profitable to everybody who takes it.
4. Any student who takes this subject is bound to be benefited.
5. This subject is a good subject.
6. All lessons and all methods used in this subject are clear and definite.
7. I am willing to spend my time studying this subject
8. This subject is a good pastime.
9. I don't believe this subject will do anybody any harm.
10. I haven't any definite like or dislike for this subject.
11. This subject will benefit only the brighter students.
12. My parents never had this subject, so I see no merit in it.
13. I am not interested in this subject.
14. This subject reminds me of Shakespeare's play -- "Much Ado About Nothing."
15. I would not advise anyone to take this subject.
16. This subject is a waste of time.
17. I look forward to this subject with horror.

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A SCALE FOR MEASURING ATTITUDE TOWARD ANY INSTITUTION

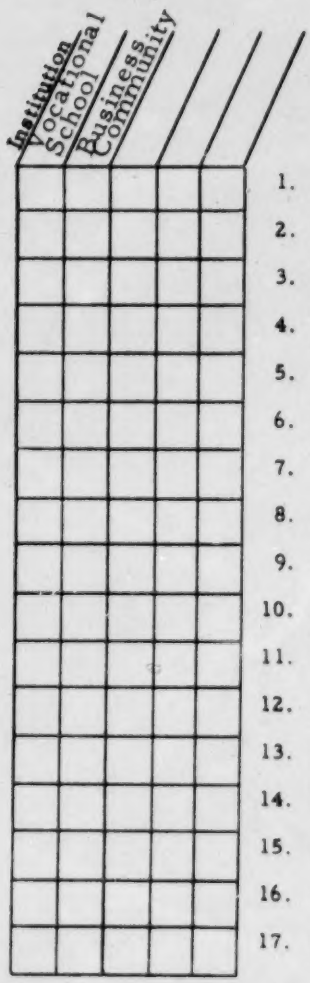
Form B Edited by H. H. Remmers

Date _____

Name (optional) _____ Sex (circle one) M F

Age _____ Grade _____

Directions: Following is a list of statements about institutions. Place a plus sign (+) before each statement with which you agree about the institution or institutions listed at the left of the statements. The person in charge will tell you the institution or institutions to write in at the head of the columns to the left of the statements. Your score will in no way affect your grade in any course.



1. Develops good character.
2. Is retained in the civilized world because of its value to mankind.
3. Is increasing in its value to society.
4. Is necessary as a means of controlling society.
5. Is improving in its service to mankind.
6. Is in the process of changing and will come out a fit instrument.
7. Is not sufficiently appreciated by the general public.
8. Its good and bad points balance each other.
9. Has not yet proved itself indispensable to society.
10. Is too conservative.
11. Is too changeable in its policies.
12. Is unfair to the individual.
13. Is disgraced by its past.
14. Is out of control of society and is running wild.
15. Is an enemy of truth.
16. Is the most despicable of institutions.
17. Is the most hateful of institutions.

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A SCALE FOR MEASURING ATTITUDE TOWARD ANY INSTITUTION

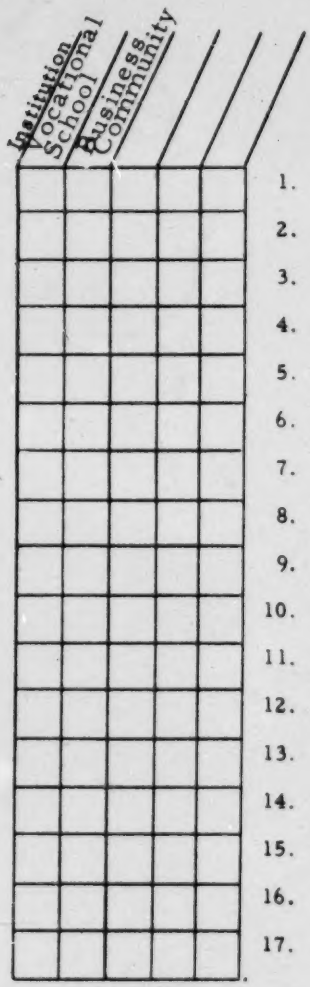
Form A Edited by H. H. Remmers

Date _____

Name (optional) _____ Sex (circle one) M F

Age _____ Grade _____

Directions: Following is a list of statements about institutions. Place a plus sign (+) before each statement with which you agree about the institution or institutions listed at the left of the statements. The person in charge will tell you the institution or institutions to write in at the head of the columns to the left of the statements. Your score will in no way affect your grade in any course.



1. Exerts a strong influence for good government and right living.
2. Serves society as a whole well.
3. Is necessary to society as organized.
4. Adjusts itself to changing conditions.
5. Is improving with the years.
6. Does more good than harm.
7. Will not harm anybody.
8. Inspires no definite likes or dislikes.
9. Is necessary only until a better one can be found.
10. Is too liberal in its policies.
11. Is losing ground as education advances.
12. Promotes false beliefs and much wishful thinking.
13. Does more harm than good.
14. No one any longer has faith in this institution.
15. Is detrimental to society and the individual.
16. Benefits no one.
17. Has positively no value.

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APPENDIX G

SAMPLE SUMMARY OF OBSERVATION EXPERIENCE

SUMMARY OF OBSERVATION EXPERIENCE

Student-Learner Jane Doe Rotation No. 1

Observation Station Works Food Market Dates Oct. 8 to Nov. 5, 1974

While stationed at Works Food Market, I have observed four different departments. The four departments include the Cashier, Produce, Meat and Dairy.

The first department I was located in was Cashier. I observed the cashier checking out customers who had purchased different amounts of merchandise. I also observed the process of checking the customers out ---moving the items closer to finer-tip reach, use of cash register, procedure if a check is received or if coupons are used by customers, return of change, and the bagging of the groceries.

The second department I was located in was Produce. Here I observed packaging pecans. As the pecans were packaged, they were weighed and then then twisted and stapled at the open end. A price tag was placed on each package and stacked in a grocery cart. It was explained how the pricing is calculated by poundage. A heating device is used to make the price tag sticky so it will stick to the plastic baggies.

The third department I was located in was the meat department. Here I observed how the meat is arranged in the counter. Strips of artificial greenery is placed between the meat and one of its purposes is to "attract the eye" of the customer.

Mr. Harkey explained the cuts of meat and I learned that the depart-

Sample of Summary of Observation Experience (Cont.)

ment receives the whole side of a beef and it is them cut down to four basic cuts --- rib, loin, chuck, and round. I observed some of the meat being cut, and I observed liver being sliced and put in containers. Mr Harkey told me that meat is cut on a day-by-day basis and this is done to insure freshness. I observed chickens being packaged and weighed. I observed meat being weighed and wrapped also. I learned that meat is weighed before it is wrapped in clear foil on sterofoam plates.

Mr. Harkey explained the basis of pricing meat and the over-all pricing and percentage of all meat products. I learned that boneless meat is higher in price than meat that still contains the bone. Meat that has expired its date in the counter or has changed its color is refrigerated and later wrapped and weighed and sold to customers in larger amounts. I observed some of this type of meat being wrapped, weighed, and price recoreded on an inventory basis. Some of the meat that turns color is removed from the counter and is ground into ground beef. A new lighting system (pinkish colored lights) has been placed over the meat counter to help proserve the coloring in meat. I learned also that pre-packed meat, such as Keeplez Meat Company, the spoiled are held over and the company repalces the meat with fresh packages.

The last department I was located in was Dairy and it was the least interesting. Mostly it was putting milk according to date in the case and straightening the cheese.

I really have enjoyed the learning experience at Works Food Market.

Signed Jane Doe

APPENDIX H

DAVIESS COUNTY STATE VOCATIONAL TECHNICAL SCHOOL

DISTRIBUTIVE EDUCATION

ADVISORY COMMITTEE

Mr. Tom Ritter, Manager
A & P Food Store
104 West Ninth Street
Owensboro, KY 42301

Mr. Gene Linney, Manager
J. C. Penney Company
114 East Second Street
Owensboro, KY 42301

Mr. David Smith
Wyndall's Enterprises
1009 Allen
Owensboro, KY 42301

Mr. Ron Lucas, Manager
Mr. Wiggs'
Wesleyan Park Plaza
Owensboro, KY 42301

Mr. Bruce Whitmer
Green River Insurance & Realty Company
2410 Frederica
Owensboro, KY 42301

Miss Rebecca Hamilton, Counselor
Employment Service Division
311 West Second Street
Owensboro, KY 42301

Mr. Hubert Dennis
Dennis & Akers Drug Store
2440 New Hartford Road
Owensboro, KY 42301

Mrs. Janice Marret
The Feminine Inn
301 Triplett
Owensboro, KY 42301

DAVIESS COUNTY STATE VOCATIONAL TECHNICAL SCHOOL

DISTRIBUTIVE EDUCATION

INTERNSHIP PROGRAM TRAINING SPONSORS

Mr. Gene Linney, Manager
J. C. Penney Company
114 East Second Street
Owensboro, KY 42301

Mr. David Smith
Wyndall's Enterprises
1009 Allen
Owensboro, KY 42301

Mr. Ron Lucas, Manager
Mr. Wiggs' Discount Store
Wesleyan Park Plaza
Owensboro, KY 42301

Mr. Bruce Whitmer
Green River Insurance & Realty Company
2410 Frederica
Owensboro, KY 42301

DAVIESS COUNTY STATE VOCATIONAL TECHNICAL SCHOOL

DISTRIBUTIVE EDUCATION

INTERNS (Student)

Debbie Alexander
Route # 6, Box 89
Owensboro, KY 42301
Apollo High School

Jeanie Ashworth
Route # 2, Box 158
Hawesville, KY 42348
Hancock County High School

Debbie Banks
Route # 2
Lewisport, KY 42351
Hancock County High School

Alice Cockerell
Route # 5
Owensboro, KY 42301
Apollo High School

Leslie Coffland
1515 Brentwood Drive
Owensboro, KY 42301
Apollo High School

Onda Crowe
Box 915
Hawesville, Ky 42348
Hancock County High School

Kathy Decker
Rosine, KY
Ohio County High School

Patty Embry
Route # 7
Owensboro, KY 42301
Apollo High School

Debbie Grant
Route # 1
Lewisport, KY 42351
Hancock County High School

Penny McCaslin
Route # 2
Lewisport, KY 42351
Hancock County High School

Ruby Melton
Route # 1
Whitesville, KY 42378
Ohio County High School

James Morris
Route # 7
Owensboro, KY
Apollo High School

Kathy Muffett
Route # 2, Box 893
Hawesville, KY 42348
Hancock County High School

Joseph Robert Payne
718 Leitchfield Road
Owensboro, KY 42301
Owensboro Catholic High School

Sharon Powers
Route # 2, Box 281
Hawesville, KY 42348
Hancock County High School

Pam Sims
1227 Wayside Drive
Owensboro, KY 42301
Apollo High School

Interns (Cont.)

Darlene Russell
Route # 2
Whitesville, KY 42378
Fordsville High School

Brenda Terrell
736 Danberry
Owensboro, KY 42301
Apollo High School

Pat Thompson
Route # 6
Owensboro, KY 42301
Owensboro Catholic High School

Sharon Thorpe
Route # 2
Utica, KY 42376
Apollo High School

Danny Wathen
2631 Holland Drive
Owensboro, KY 42301
Owensboro Catholic High School

Judy Wood
Route # 6
Owensboro, KY 42301
Apollo High School

Afternoon Class

Gary Adams
Route # 1
Owensboro, KY 42301
Daviess County High School

Debbie Anderson
2708 Sunrise Drive
Owensboro, KY 42301
Daviess County High School

Homer Barnett
4737 Honeysuckle Lane
Owensboro, KY 42301
Daviess County High School

Larry Basham
908 Charles Scott Drive
Owensboro, KY 42301
Daviess County High School

Kim Brandenburg
2626 Sunrise Drive
Owensboro, KY 42301
Daviess County High School

David Bryant
Route # 1
Philpot, KY 42366
Daviess County High School

Sheree Fuqua
2720 New Hartford Road
Owensboro, KY 42301
Daviess County High School

Sandy Howe
Route # 2
Whitesville, KY 42378
Trinity High School

Rhonda McDaniel
Box 234
Whitesville, KY 42378
Trinity High School

Randy Moseley
Box 62
Philpot, KY 42366
Daviess County High School

David Payne
2717 Sunrise Drive
Owensboro, KY
Daviess County High School

John Payne
Route # 1
Owensboro, KY 42301
Daviess County High School

Mary Wooldridge
Route # 2, Newbolt Road
Owensboro, KY 42301
Daviess County High School

APPENDIX I

SUGGESTED CALENDAR OF ROTATION

JAN 1975

s	m	t	w	t	f	s
			1	2	3	4
5	6	R-1 7	8	R-1 9	10	11
12	13	R-1 14	15	R-1 16	17	18
19	20	R-2 21	22	R-2 23	24	25
26	27	R-2 28	29	R-2 30	31	

FEB 1975

s	m	t	w	t	f	s
						1
2	3	R-3 4	5	R-3 6	7	8
9	10	R-3 11	12	R-3 13	14	15
16	17	R-4 18	19	R-4 20	21	22
23	24	R-4 25	26	R-4 27	28	

MAR 1975

s	m	t	w	t	f	s
						1
2	3	R-5 4	5	R-5 6	7	8
9	10	R-5 11	12	R-5 13	14	15
16	17	R-6 18	19	R-6 20	21	22
23 / 30	24 / 31	R-6 25	26	R-6 27	28	29

APR 1975

s	m	t	w	t	f	s
		R-7 1	2	R-7 3	4	5
6	* 7	8	9	10	11	12
13	14	R-7 15	16	R-7 17	18	19
20	21	R-8 22	23	R-8 24	25	26
27	28	R-8 29	30			

* Set aside a week for Spring Break.

MAY 1975

s	m	t	w	t	f	s
				R-8 1	2	3
4	5	R-9 6	7	R-9 8	9	10
11	12	R-9 13	14	R-9 15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APPENDIX J

DAVIESS COUNTY STATE VOCATIONAL TECHNICAL SCHOOL

INTERNSHIP DAILY STUDENT PROGRESS REPORT

Observation Station _____ Date _____

Student _____ Coordinator _____

Please circle the number indicating your evaluation:

Key: 1 Poor 2 Fair 3 Good 4 Excellent

Dependability:	Attended observation station on time	1 2 3 4
Cooperation:	Cooperative and get along with others	1 2 3 4
Apprearance:	Cleanliness and wears suitable work clothing	1 2 3 4
Responsibility:	Follows directions of supervisor	1 2 3 4
Interest:	Shows attention to work at hand	1 2 3 4
Application:	Filled out observations on Training Plan	1 2 3 4

What grade do you think this student deserves for his involvement in this Observation Station?

A Excellent, B Good, C Fair, D Poor, F Failure Grade _____

Supervisor's Comments:

Report filled out by _____

Position _____

Please staple report and return by student.

STUDENT PROGRESS CHART - INTERNSHIP TRAINING

STUDENT _____

GRADE REPORT	
# 1	
# 2	
# 3	
# 4	
# 5	
# 6	
# 7	
# 8	
# 9	
FINAL GRADE	

Rotation # 1 Training Station	Rotation # 2 Training Station	Rotation # 3 Training Station
Daily Evaluation # 1	Daily Evaluation # 1	Daily Evaluation # 1
Daily Evaluation # 2	Daily Evaluation # 2	Daily Evaluation # 2
Daily Evaluation # 3	Daily Evaluation # 3	Daily Evaluation # 3
Daily Evaluation # 4	Daily Evaluation # 4	Daily Evaluation # 4
Total Daily Evaluation	Total Daily Evaluation	Total Daily Evaluation
Training Plan # 1	Training Plan # 2	Training Plan # 3
Summary # 1	Summary # 2	Summary # 3
Rotation # 1 GRADE	Rotation # 2 GRADE	Rotation # 3 GRADE

Rotation # 4 Training Station	Rotation # 5 Training Station	Rotation # 6 Training Station
Daily Evaluation # 1	Daily Evaluation # 1	Daily Evaluation # 1
Daily Evaluation # 2	Daily Evaluation # 2	Daily Evaluation # 2
Daily Evaluation # 3	Daily Evaluation # 3	Daily Evaluation # 3
Daily Evaluation # 4	Daily Evaluation # 4	Daily Evaluation # 4
Total Daily Evaluation	Total Daily Evaluation	Total Daily Evaluation
Training Plan # 4	Training Plan # 5	Training Plan # 6
Summary # 4	Summary # 5	Summary # 6
Rotation # 4 GRADE	Rotation # 5 GRADE	Rotation # 6 GRADE

Rotation # 7 Training Station	Rotation # 8 Training Station	Rotation # 9 Training Station
Daily Evaluation # 1	Daily Evaluation # 1	Daily Evaluation # 1
Daily Evaluation # 2	Daily Evaluation # 2	Daily Evaluation # 2
Daily Evaluation # 3	Daily Evaluation # 3	Daily Evaluation # 3
Daily Evaluation # 4	Daily Evaluation # 4	Daily Evaluation # 4
Total Daily Evaluation	Total Daily Evaluation	Total Daily Evaluation
Training Plan # 7	Training Plan # 8	Training Plan # 9
Summary # 7	Summary # 8	Summary # 9
Rotation # 7 GRADE	Rotation # 8 GRADE	Rotation # 9 GRADE

IT-7

APPENDIX K

A. COVER PAGE

PROPOSAL FOR A PROJECT SUBMITTED
TO THE SUPPORTING SERVICES UNIT
BUREAU OF VOCATIONAL EDUCATION

TITLE OF PROJECT: Developmental Program in Distributive Education

APPLICANT ORGANIZATION: Distributive Education
Center for Career and
Vocational Teacher Education
Western Kentucky University

PROJECT DIRECTOR:

Dr. Clayton Riley, Director
Distributive Education
College of Education
Western Kentucky University
Bowling Green, Kentucky 42101
502/745-3098 or 745-3441

TRANSMITTED BY:

Dr. Norman D. Ehresman, Director
Center for Career and Vocational
Teacher Education
Western Kentucky University
502/745-3441

Dr. Harry K. Largen, Vice President
Business Affairs
Western Kentucky University
502/745-2244

DURATION OF PROJECT: September, 1973 - February, 1974

TOTAL FUNDS REQUESTED $4,607.00

DATE TRANSMITTED: September 4, 1973

DATE PROSPECTUS APPROVED: _____

CHECK ONE ONLY: ___New _X_Revised ___ Continuation

B. ABSTRACT

Title of Project: Developmental Program in Distributive Education

Project Director: Clayton Riley, Director
Distributive Education

Applicant Organization: Center for Career and Vocational
Teacher Education
College of Education
Western Kentucky University

Total Funds Requested: $4,607.00

Beginning Date: September 5, 1973 Ending Date: February 28, 1974

Objectives:

1. Develop a procedure for utilizing local businesses as intern training stations.
2. Determine a procedure for working with training sponsors in local businesses.
3. Develop a procedure for placement of students in distributive business for an enrichment internship.
4. Develop, try out, evaluate and refine training agreements and training plans needed for an internship program.
5. Develop a teacher guide for initiating and conducting an internship program.

The developmental program will consist of four phases:

1. An orientation meeting of teacher-coordinators, school administrators and representatives of the cooperating businesses will be held September 5, 1973. This phase will be used to determine and establish procedures, develop training agreements and training plans.
2. A one-day in-service workshop for teacher-coordinators and department heads from local businesses will be conducted during September, 1973. The daily and long-range training procedures will be discussed and procedures for implementation will be developed.

3. A one-day in-service workshop for participating students will be conducted prior to their internship to develop and semi-complete training agreements and training plans.
4. A one-day workshop will be held on February, 1974, to evaluate the program and to make recommendation for future planning.

Contribution to Education: The developmental program should provide information, and procedures for implementing and enriching the simulated programs in distributive education and other vocational service areas operating program in vocational-technical, and high school in Kentucky. Also, the procedures and policies developed during this exemplary pilot project will contribute to the use of observation as a tool in future career education programs.

C. Objectives

The major objective of this developmental program is to develop a practical, and workable procedure to supplement simulated programs with an on-the-job internship program.

More specifically, through experience gained from this developmental program the teacher-coordinators shall:

1. Develop a procedure for utilizing local businesses as intern training stations to enrich the simulated occupational experience programs.

2. Determine a procedure for working with a training sponsors to initiate an internship program in local businesses.

3. Develop a procedure for placement of students in distributive business for an enrichment internship.

4. Develop, try out, evaluate and refine training agreements and training plans needed for an internship program that fulfill the requirements of the Fair Labor Standards Act.

5. Develop a teachers guide for initiating and conducting an internship program.

D. Background

In 1938, when distributive education program started in Kentucky, the State was primarily agrarian, and distributive education was limited to the youth in the metropolitan areas. Kentucky rural youth were limited in their opportunities for the traditional cooperative distributive education programs due to the lack of training stations and in some instances, because of their social and economic background. Therefore, a proposal was approved in May 1968 by the Kentucky Research Coordinating Unit to conduct a development program in distributive education utilizing simulated occupational experiences in four area vocational-technical schools.

The purpose of the developmental program was to assist in serving the educational needs of rural youth who would otherwise have been denied a program in distributive education by: (1) developing a procedure for training high school students in distributive education utilizing simulated occupational experience; (2) developing specifications for a simulated laboratory for providing occupational experience; (3) developing a curriculum utilizing laboratory training for 11th and 12th grade students; (4) determining the facilities and equipment needed; (5) developing, trying out, evaluating and refining instructional materials; (6) evaluating the effect of the program on adoption of

distributive education programs in cooperating schools, and (7) evaluating the effectiveness of simulated experiences in securing and maintaining employment in distributive occupations.

The State Department of Distributive Education selected four schools to participate in the two-year developmental program. A workshop was held for participating teacher-coordinators. A course of study, teaching aids, instructional methods, and procedures for initiating a program were developed. The facilities and equipment needed for programs were determined, criteria for selection of students were identified and procedures for evaluating the program were outlines.

The developmental project resulted in the establishment of simulated programs as an integral part of the total distributive education effort in Kentucky. The success of the original program proved that simulation could be used effectively. The programs were effective in isolated rural areas where training stations were not available as well as in urban areas. The distinct advantages of utilizing simulation were: (1) rural youth, lacking a training station in their home community, could be trained in the field of distribution; (2) disadvantaged youth, who might have been denied a training station, could be reached by distribution programs and receive training in a laboratory setting; (3) the learning experiences in the laboratory can be controlled by the coordinator; and (4) specialized skills and competencies can be provided for individual student needs.

Tangible results of the project included: (1) the development of materials and procedures for training distribution students through the simulation approach, and (2) the training and placement of the majority of the 128 students who enrolled in the developmental programs and participated both years.

Requests for new simulated programs have been many. These requests far outnumber the available resources to start new programs.

E. Need

The simulated method of teaching distributive education in area vocational-technical schools has been researched, developed, tested and evaluated. The success of the simulated programs is recognized by students, teacher-coordinators and administrators. However, there is an apparent need, in the senior year, to supplement the learning experiences received in the classroom and laboratory with planned and scheduled visits in a distributive business. The scheduled visits, on a regular basis to a distributive business, would provide an opportunity to receive first hand information on the need for specific skills and competencies. The students will participate in the internship program on a voluntary basis and the training even though it includes actual operation of the facilities of the employer, will be similar to that which will be given in the vocational school. The training received will be for the benefit of the students and the students will not displace regular employees, but work under their close observation. The employer will derive no immediate advantage from the activities of the students and on occasion his operation maybe impeded. The students are not necessarily entitled to a job at the conclusion of the training period, and the employer and students understand

that the students are not entitled to wages for time spent in the internship and the trainer (employer) is not liable for any injuries occured during this training persiod. All students involved in the internship will have school insurance which provides coverage for school activities. The visits would provide a basis for more meaningful and relevant classroom and laboratory instruction, provide motivation for learning new skills and competencies, and help the student become proficient in the duties of an entry worker in the field of distributiion and marketing.

At the present time, the distributive education teacher-coordinators in the area vocational schools teach classes and supervise laboratory experience both morning and afternoon. Thus, there is a need to provide released time for coordination and supervision of the students when they are interning in the distributive business.

This developmental program should provide information and suggest procedures for implementing the internship program in area vocational-technical schools and high schools in Kentucky utilizing the simulated method of teaching.

F. Procedures

A planning meeting concerning the proposed developmental internship program in distributive education was conducted in August, 1973, at the Daviess County State Vocational Technical School. The meeting was attended by the school's principal, the distributive education teacher-coordinators and five managers of a local department store. This planning meeting resulted in an aggreement for the senior distributive education students to participate three days in class followed by two days in the business, rotating the student will intern in a different business and department approximately every four weeks. There are 40 seniors enrolled in the senior distributive education program at Owensboro Vocational Technical School. This program will allow 40 students to receive on-the-job enrichment and in class instruction to develop and practice the skills needed as outlined by the students' written training plan.

A training agreement between the student, the training sponsor and the school will be developed in accordance with the rules and regulations outlined by the U. S. Department of labor - Fair Labor Standards Acts - The Kentucky Department of Labor, and the educational goals of the school.

The store managers have agreed to place students on a one-to-one basis with store employees and to assist in developing training plans that supplement the students career objective.

The store managers will conduct regular meetings with the students' training sponsors, and the teacher-coordinators.

The students will be bused to the business and returned to the vocational school. The students will spend approximately two hours per day in the training station, a total of eight days each school month. Since the teacher-coordinators are presently teaching full-time, an additional staff member would be employed to teach Tuesdays and Thursdays, the

designated days for internship training, to allow the teacher-coordinator two days per week for visitation and supervision of the students in the training station.

The developmental program shall be twenty weeks in length, January, 1973 - May, 1973, and conducted at the Owensboro Vocational Technical School.

The developmental program will consist of four phases:

Phase I — An orientation meeting of teacher-coordinators, school administrators and representative of the cooperating business. This phase will be used to determine and establish procedure, develop training agreements and training plans.

Phase II — A one-day in-service workshop for teacher-coordinators and department heads from local business. The daily and long-range training procedures will be discussed and procedures for rotation of students will be developed.

Phase III — A one-day in-service workshop for participating students will be conducted to develop and semi-complete training agreements and training plans.

Phase IV — A one-day workshop will be held in February, 1974, to evaluate the program and to make recommendation for future planning.

There will be 48 students from the senior class participating in the developmental program. Also the guidance counselor, two teacher-coordinators, and administrators will be directly involved.

G. Evaluation

The evaluation will be accomplished in three parts: (1) an on-going evaluation of the participants, (2) a formal evaluation each month by the students and the representative of the cooperating business and (3) a one-day in-service workshop to be held in February, 1974, to evaluate the effectiveness of the program.

A pre-test and post-test will be developed by the developmental program director and administered to measure the effectiveness of the internship, and the attitudes of the students, parents, and the business representatives toward distributive education and the field of distribution. A final report will be prepared which will include outcomes, problems, and successes, copies of training plans, training agreements and other relevant materials in the form of a handbook.

H. Budget - See attached sheet

Developmental Program Budget

I.	PERSONNEL	
	A. Director (one semester)	
	Clayton Riley 5% of Time	No Cost
	B. Project Coordinators (one semester) 100% of Time	
	Evelyn Miller Betty Turner	No Cost
	C. Instructor - 2 days a week for 18 weeks @ $30 per day	$1,080.00
	D. Secretary, for Project Coordinators	
	One @ $150 per month for six months	900.00
	E. Secretary for Director	
	Preparation of handbook for three weeks @ $100 a week	300.00
II.	TRAVEL, MEALS AND LODGING	
	A. Director	400.00
	B. Project Coordinators	300.00
	C. Participants - $30 per day for busing for 32 trips	960.00
III.	SUPPLIES AND EQUIPMENT	
	A. 40 Clip Boards @ $2 each	80.00
	B. Duplication, paper	200.00
	C. 40 Name Badges @ $2 each for students	80.00
	D. File folders for training plans three copies each	7.00
	E. Preparation and Printing of a handbook guide for initiating and conducting an internship program, 200 copies.	400.00
		$4,607.00